

APPROVED PRIVATE SPECIAL EDUCATION SCHOOLS

FREE APPROPRIATE PUBLIC EDUCATION (FAPE) CHECKLIST

Private School: _____ Date reviewed: _____

Reviewed by: _____ Follow-up: _____

Policy assures that:

LOCATOR YES NO

_____ ☐ ☐ A. The approved private school ensures that all children with disabilities aged 3 through 21 within its jurisdiction have the right to a free appropriate public education (FAPE), including children with disabilities who are advancing from grade to grade. FAPE shall also be provided to students who have been suspended or expelled from school in accordance with §§300.300(a) and 300.121(e).

DEFINITIONS

The term "free appropriate public education" or FAPE means special education and related services that

- _____ a. are provided at public expense, under public supervision and direction, and without charge;
- _____ b. meet the standards of the State education;
- _____ c. include preschool, elementary school or secondary school education; and
- _____ d. are provided in conformity with an individualized education program (IEP) that meets the requirements of §§300.340-300.350.

Procedures include, but are not limited to:

Free appropriate public education (FAPE) §300.121

- _____ ☐ ☐ 1. FAPE will be made available to each child with disabilities who is in need of special education and related services even though the child is advancing from grade to grade, §§300.121 (a) and 300.121(e)(1).
- _____ ☐ ☐ 2. Services in accordance with §300.121 will be made available for a child with a disability who has been removed from his or her current educational placement for disciplinary reasons for more than 10 school days.
- _____ ☐ ☐ 3. FAPE will be made available to students who have graduated, but have not been awarded a regular high school diploma (§300.122).

APPROVED PRIVATE SPECIAL EDUCATION SCHOOLS

CHILD FIND CHECKLIST

Private school: _____ Date reviewed: _____

Reviewed by: _____ Follow-up: _____

Policy assures that:

LOCATOR **YES** **NO**

_____ ☐ ☐ A. All children with disabilities, including those attending private schools who are in need of special education and related services shall be identified, located and evaluated (§300.125).

Procedures include, but are not limited to:

_____ ☐ ☐ 1. The approved private school will maintain documentation of the public awareness efforts to inform the public and parents within their jurisdiction of the availability of special education services (§300.125, AAC R702-401).

APPROVED PRIVATE SPECIAL EDUCATION SCHOOLS

EVALUATION AND ELIGIBILITY DETERMINATION CHECKLIST

Private School: _____ Date reviewed: _____

Reviewed by: _____ Follow-up: _____

Policy assures that:

LOCATOR YES NO

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|-------|--------------------------|--------------------------|---|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | A. Re-evaluations are the responsibility of the LEA. If the LEA delegates this to the approved private school, a written agreement shall be developed to determine specific responsibilities relating to the re-evaluation. |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | B. Procedures shall be established for conducting evaluations in accordance with the requirements described in (§§300.532-300.536, ARS-15-766). |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | C. A re-evaluation of each child shall be conducted every three years in accordance with §§300.532-300.534 and 300.536. |

PROCEDURES FOR REEVALUATION AND ELIGIBILITY DETERMINATION

Procedures include, but are not limited to:

- | | | | |
|-------|--------------------------|--------------------------|---|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 1. Tests and other evaluation materials used to assess a child are
_____ a. selected and administered so as not to be discriminatory on a racial or cultural basis; and
_____ b. provided and administered in the child's native language or other mode of communication, unless it is clearly not feasible to do so. |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 2. Materials and procedures used to assess a child with limited English proficiency will be selected and administered to measure the extent to which the child has a disability and needs special education, rather than measuring the child's English language skills. |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 3. A variety of assessment tools and strategies will be used to gather relevant functional and developmental information about the child, including information provided by the parent. |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 4. Information related to enabling the child to be involved in and progress in the general curriculum, or for a preschool child, to participate in appropriate activities will be included. |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 5. The information gathered will assist in determining: whether the child is a child with a disability; and the development of the child's IEP. |

<u>LOCATOR</u>	<u>YES</u>	<u>NO</u>	
_____	<input type="checkbox"/>	<input type="checkbox"/>	6. Any standardized tests that are given to a child will be _____ a. validated for the specific purpose for which they are used; and _____ b. administered by trained and knowledgeable personnel in accordance with any instructions provided by the producer of the tests.
_____	<input type="checkbox"/>	<input type="checkbox"/>	7. If an assessment is not conducted under standard conditions, a description of the extent to which it varied from standard conditions will be included in the evaluation report.
_____	<input type="checkbox"/>	<input type="checkbox"/>	8. Tests and other evaluation materials will be selected to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.
_____	<input type="checkbox"/>	<input type="checkbox"/>	9. Tests will be selected and administered to a child with impaired sensory, manual, or speaking skills to accurately reflect the test results of the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).
_____	<input type="checkbox"/>	<input type="checkbox"/>	10. No single procedure will be used as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child.
_____	<input type="checkbox"/>	<input type="checkbox"/>	11. The child will be assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities and the need for assistive technology.
_____	<input type="checkbox"/>	<input type="checkbox"/>	12. The evaluation will be sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.
_____	<input type="checkbox"/>	<input type="checkbox"/>	13. Technically sound instruments will be used that may assess the cognitive and behavioral factors, in addition to physical or developmental factors.
_____	<input type="checkbox"/>	<input type="checkbox"/>	14. Assessment tools and strategies will be used to provide relevant information that directly assists persons in determining the educational needs of the child.
Re-evaluation (§§300.334, 300.536 and 300.543)			
_____	<input type="checkbox"/>	<input type="checkbox"/>	15. A re-evaluation will be conducted every three years or if conditions warrant a re-evaluation, if the child's parent or teacher requests a re-evaluation, or before determining that the child is no longer a child with a disability.

LOCATOR YES NO**Determination of needed evaluation data for reevaluation (§§300.533 AND ARS15-766)**

- _____ ☐ ☐ 16. The MET/IEP team and other qualified professionals, as appropriate, will review existing data on the child, including
 _____ a. evaluations and information provided by the parents of the child;
 _____ b. current classroom-based assessments and observations; and
 _____ c. observations by teachers and related services providers.
- _____ ☐ ☐ 17. On the basis of that review, and input from the child's parents, the MET/IEP team and other qualified professionals will identify what additional data, if any, are needed to determine eligibility.

If the determination is that no additional data are needed

- _____ ☐ ☐ 18. The LEA (or the approved private school if determined by the written agreement) will notify the child's parents
 _____ a. of that determination and the reasons for it; and
 _____ b. of the right of the parents to request an assessment to determine whether the child continues to be a child with a disability.
- _____ ☐ ☐ 19. No assessment will be **required** unless requested by the child's parents to determine eligibility.
- _____ ☐ ☐ 20. The MET/IEP team will provide a copy of the evaluation report and documentation of eligibility to the parents.

If additional data are needed

- _____ ☐ ☐ 21. The MET/IEP team will provide procedural safeguards notice, prior written notice, and obtain informed parent consent .
- _____ ☐ ☐ 22. The LEA (or the approved private school if determined by the written agreement will administer tests and other evaluation materials as may be needed to determine if the child is a child with a disability under §300.7.and ARS 15-761.

Determination of eligibility (§§300.533 – 300.536 – 300.540 and ARS 15-761)

- _____ ☐ ☐ 23. The MET/IEP team, which includes the parents of the child, and other qualified professionals will determine whether the child has a disability, or continues to be a child with a disability, as defined in §300.7, ARS 15-761.

<u>LOCATOR</u>	<u>YES</u>	<u>NO</u>	
_____	<input type="checkbox"/>	<input type="checkbox"/>	24. Based on the review of data, and input from the child's parents, the MET/IEP team determines ____ a. if the child has a category of disability, or in the case of reevaluation, if the child continues to have a disability; ____ b. if the child needs special education and related services, or in the case of a reevaluation, if the child continues to need special education and related services; and ____ c. the present levels of performance and other educational needs of the child; ____ d. if any additions or modifications to the special education and related services will be needed to enable the child to meet the measurable annual goals established in the IEP and to participate in the general curriculum, as appropriate.
_____	<input type="checkbox"/>	<input type="checkbox"/>	25. In interpreting evaluation data for the purpose of determining if a child is a child with a disability, the MET/IEP will draw upon information from a variety of sources, including aptitude and achievement tests, parent input, teacher recommendations, physical condition, social or cultural background, and adaptive behavior; and consider and document all information obtained from all of these sources.
_____	<input type="checkbox"/>	<input type="checkbox"/>	26. A child may not be determined to be eligible ____ a. If the determinant factor for the eligibility determination is i. lack of instruction in reading or math; or ii. limited English proficiency ; an ____ b. child does not otherwise meet the eligibility criteria under §§300.7-300.543 and ARS 15-761.
			Evaluation Report
_____	<input type="checkbox"/>	<input type="checkbox"/>	27. The MET/IEP team, which includes the parents of the child, and other qualified professionals will determine whether the child is a child with a category of disability or, in the case of a reevaluation, if the child continues to be a child with a disability, as defined in §300.7 and ARS 15-761.
_____	<input type="checkbox"/>	<input type="checkbox"/>	28 The evaluation report will include: ____ a. a review of current evaluations, including types of tests and results of those test ____ b. educational history including the reason for referral, current classroom-based assessments, and observations by teachers and related service providers ____ c. information provided by the parents, including medical and developmental history ____ d. determination of whether the child's educational problems are related to or resulting from reason of educational disadvantage.
_____	<input type="checkbox"/>	<input type="checkbox"/>	29. The MET/IEP team will provide a copy of the evaluation report and the documentation of determination of eligibility to the parent.

LOCATOR**YES** **NO**
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30. The evaluation report will also include general information pertaining to:

- ____ a. whether the child has a category of disability or, in the case of reevaluation if the child continues to be a child with a category of disability.
- ____ b. the present levels of performance and educational needs;
- ____ c. whether the child needs special education and related services or continues to need special education and related services.
- ____ d. whether any additions and modifications to special education and related services needed to meet the measurable annual goals established in the IEP and to participate, as appropriate, in the general curriculum.

APPROVED PRIVATE SPECIAL EDUCATION SCHOOLS INDIVIDUALIZED EDUCATION PROGRAMS (IEP) CHECKLIST

Private School: _____ Date reviewed: _____

Reviewed by: _____ Follow-up: _____

The policy assures that:

LOCATOR YES NO

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|-------|--------------------------|--------------------------|--|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | A. An IEP shall be developed and implemented for each eligible child served by the LEA and each eligible child placed in or referred to a private school or facility by the LEA (§§300.342-300.346;-300-347; and 300.349). |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | B. Development of the IEP is the responsibility of the LEA. If the LEA delegates this to the approved private school, a written agreement shall be developed to determine specific responsibilities relating to the IEP in accordance with §300.349. |

PROCEDURES FOR DEVELOPMENT AND IMPLEMENTATION OF THE IEP

When IEP must be in effect (§300.342) and IEP meetings (§300.343)

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|-------|--|--------------------------|---|-------|---|-------|--|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 1. An IEP will be in effect before special education and related services are provided to an eligible child under §300.342. | | | | |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 2. The IEP will be implemented as soon as possible following the IEP meeting. | | | | |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 3. The child's IEP will be accessible to each regular education teacher, special education teacher, related service provider, and other service provider who is responsible for its implementation. | | | | |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 4. Each teacher and provider will be informed of <table border="0" style="margin-left: 20px;"> <tr> <td style="width: 20px;">_____</td> <td>a. his or her specific responsibilities related to implementing the child's IEP</td> </tr> <tr> <td>_____</td> <td>b. the specific accommodations, modifications, and supports that will be provided for the child in accordance with the IEP (§300.342).</td> </tr> </table> | _____ | a. his or her specific responsibilities related to implementing the child's IEP | _____ | b. the specific accommodations, modifications, and supports that will be provided for the child in accordance with the IEP (§300.342). |
| _____ | a. his or her specific responsibilities related to implementing the child's IEP | | | | | | |
| _____ | b. the specific accommodations, modifications, and supports that will be provided for the child in accordance with the IEP (§300.342). | | | | | | |

LOCATOR YES NO

- _____ ☐ ☐ 5. In the case of a child with a disability aged 3 through 5, an IFSP developed in accordance with §§ 300.341-300.346 and §§300.349-300.350 may serve as the IEP of the child if using an IFSP is agreed to by the agency and the child's parent.
- _____ ☐ ☐ 6. The child's parents will be provided a detailed explanation of the differences between an IFSP and an IEP; and if the parents choose an IFSP, written informed consent is obtained from the parents.

Review and revision of the IEPs (§300.343(c) and 300.349(b)(2))

- _____ ☐ ☐ 7. The IEP team will review the child's IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved.
- _____ ☐ ☐ 8. The IEP team will revise the IEP as appropriate to address
- _____ a. any lack of expected progress toward the annual goals described in §300.347(a) and in the general curriculum;
 - _____ b. the results of any reevaluation conducted under §300.536;
 - _____ c. information about the child provided to, or by, the parents, as described in §300.533(a)(1);
 - _____ d. the child's anticipated needs; or
 - _____ e. other matters.
- _____ ☐ ☐ 9. If the approved private school initiates and conducts the IEP meeting, the LEA shall ensure that the parents and an agency representative
- _____ a. are involved in any decision about the child's IEP; and
 - _____ b. agree to any proposed changes in the IEP before those changes are implemented.

IEP team (§300.344)

- _____ ☐ ☐ 10. The IEP team for each child with a disability will include
- _____ a. the parents of the child;
 - _____ b. at least one regular education teacher of the child (if the child is, or may be, participating in the regular education environment);
 - _____ c. at least one special education teacher of the child, or if appropriate, at least one special education provider of the child;

LOCATOR YES NO

- ____ d. a representative of the LEA who
- i. is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities
 - ii. is knowledgeable about the general curriculum
 - iii. is knowledgeable about the availability of resources of the LEA
- ____ e. an individual who can interpret the instructional implications of evaluation results;
- ____ f. at the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
- ____ g. if appropriate, the child.

Transition Service Participants (§300.344)

- _____ ☐ ☐ 11 A child of any age may be invited to his or her IEP meeting if the purpose will be consideration of transition services needs or transition services (§300.347(b)(1-2))
- ____ a. If the student does not attend the IEP meeting, the LEA (or the approved private school if determined by the written agreement) will take other steps to ensure that the student's preferences and interests are considered.
- _____ ☐ ☐ 12. In implementing the requirements of §300.347(b)(2)
- ____ a. the LEA (or the approved private school if determined by the written agreement) also will invite a representative of any other agency that is likely to be responsible for providing or paying for transition services.
- ____ b. if an agency invited to send a representative to a meeting does not do so, the LEA (or the approved private school if determined by the written agreement) will take other steps to obtain participation of the other agency in the planning of any transition services.

Parents participation (§300.345)

- _____ ☐ ☐ 13. Parents will be present or afforded the opportunity to participate in each IEP meeting. Efforts will include:
- ____ a. notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
- ____ b. scheduling the meeting at a mutually agreed on time and place.
- _____ ☐ ☐ 14. The meeting notice will:
- ____ a. indicate the purpose, time, and location of the meeting and who will be in attendance; and
- ____ b. inform the parents of the provisions in §300.344(a)(6) and (c) relating to the participation of other individuals on the IEP team who have knowledge or special expertise about the child.

<u>LOCATOR</u>	<u>YES</u>	<u>NO</u>	
_____	<input type="checkbox"/>	<input type="checkbox"/>	15. For a student with a disability beginning at age 14 (or younger, if appropriate) the notice will also: ____ a. indicate that a purpose of the meeting will be the development of a statement of the transition services needs of the student required in §300.347(b)(1); and ____ b. indicate that the agency will invite the student.
_____	<input type="checkbox"/>	<input type="checkbox"/>	16. For a student with a disability beginning at age 16 (or younger, if appropriate) the notice will: ____ a. indicate that a purpose of the meeting is the consideration of needed transition services for the student required in (§300.347(b)(2)); ____ b. indicate that the agency will invite the student; and ____ c. identify any other agency that will be invited to send a representative.
_____	<input type="checkbox"/>	<input type="checkbox"/>	17. If neither parent can attend, the LEA (or the approved private school if determined by the written agreement) will use other methods to ensure parent participation, including individual or conference telephone calls.
_____	<input type="checkbox"/>	<input type="checkbox"/>	18. A meeting may be conducted without a parent in attendance if the LEA (or the approved private school if determined by the written agreement) is unable to convince the parents that they should attend. In this case there will be a record of attempts to arrange a mutually agreed on time and place, such as ____ a. detailed records of telephone calls made or attempted and the results of those calls; ____ b. copies of correspondence sent to the parents and any responses received; and ____ c. detailed records of visits made to the parent's home or place of employment and the results of those visits.
_____	<input type="checkbox"/>	<input type="checkbox"/>	19. The LEA (or the approved private school if determined by the written agreement) will take whatever action is necessary to help the parent understand the proceedings at the IEP meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.
_____	<input type="checkbox"/>	<input type="checkbox"/>	20. The LEA (or the approved private school if determined by the written agreement) will give the parent a copy of the child's IEP at no cost to the parent.
			Development, review, and revision of IEP (§300.346)
_____	<input type="checkbox"/>	<input type="checkbox"/>	21. In developing each child's IEP, the IEP team will consider ____ a. the strengths of the child and the concerns of the parents for enhancing the education of their child; ____ b. the results of the initial or most recent evaluation of the child; and ____ c. as appropriate, the results of the child's performance on any general State or district-wide

assessment programs.

LOCATOR**YES NO**

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22. In consideration of special factors, the IEP team also will

- ____ a. in the case of a child whose behavior impedes his or her learning or that of others, consider strategies (including positive behavioral interventions, strategies, and supports) to address that behavior;
- ____ b. in the case of a child with limited English proficiency, consider the language needs of the child as those needs relate to the child's IEP;
- ____ c. in the case of a child who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille) that instruction in Braille or the use of Braille is not appropriate for the child;
- ____ d. consider the communication needs of the child;
- ____ e. in the case of a child who is deaf or hard of hearing, consider:
 - i. the child's language and communication needs
 - ii. opportunities for direct communications with peers and professional personnel in the child's language and communication mode
 - iii. academic level and full range of needs, including opportunities for direct instruction in the child's language and communication mode
- ____ f. consider whether the child requires assistive technology devices and services;
- ____ g. if the IEP team, in considering the special factors, determines that a child needs a particular device or service (including an intervention, accommodation, or other program modification) in order for the child to receive FAPE, the IEP team must include a statement to that effect in the child's IEP.

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23. The regular education teacher of a child with a disability, as a member of the IEP team, will to the extent appropriate, participate in the development, review, and revision of the child's IEP, including assisting in the determination of

- ____ a. appropriate positive behavioral interventions and strategies for the child
- ____ b. supplementary aids and services, program modifications, or supports for school personnel that will be provided for the child, consistent with §300.347(a)(3).

LOCATOR YES NO**Content of IEP (§300.347)**

- _____ ☐ ☐ 24. The IEP for each child with a disability will include
- _____ a. a statement of the child's present levels of educational performance, including
 - i. how the child's disability affects the child's involvement and progress in the general curriculum
 - ii. for preschool children, as appropriate, how the disability affects the child's participation in appropriate activities
 - _____ b. a statement of measurable annual goals (statement of amount of progress expected), including benchmarks (major milestones), or short-term objectives (measurable intermediate steps), related to
 - i. meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general curriculum (i.e., the same curriculum as for nondisabled children),
 - ii. for preschool children, as appropriate, to enable the child to participate in appropriate activities;
 - iii. meeting each of the child's other educational needs that result from the child's disability
 - _____ c. a statement of the special education and related services to be provided;
 - _____ d. a statement of supplementary aids and services to be provided to the child or on behalf of the child (services provided to the parents or teachers of the child to help them more effectively work with the child):
 - _____ e. a statement of the program modifications or supports for school personnel that will be provided for the child
 - i. to advance appropriately toward attaining the annual goals
 - ii. to be involved and progress in the general curriculum and to participate in extracurricular and other nonacademic activities (LRE)
 - iii. to be educated and participate with other children with disabilities and nondisabled children in extracurricular and other nonacademic activities (LRE);
 - _____ f. an explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in extracurricular and other nonacademic activities (LRE)
 - _____ g. a statement of any individual accommodations and modifications in the administration of State or district-wide assessments of student achievement that are needed in order for the child to participate in the assessment (LRE)

LOCATOR **YES** **NO**

- ____ h. if the IEP team determines that the child will *not* participate in a particular State or district-wide assessment of student achievement (or part of an assessment), a statement of
 - i. why that assessment is not appropriate for the child
 - ii. how the child will be assessed
- ____ i. the projected date for the beginning of the services and modifications and the anticipated frequency, location, and duration of those services and modifications; and
- ____ j. a statement of
 - i. how the child's progress toward the annual goals will be measured
 - ii. how the child's parents will be regularly informed (through such means as periodic report cards), at least as often as parents are informed of their nondisabled children's progress, of
 - 1.) their child's progress toward the annual goals; and
 - 2.) the extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year.

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| _____ | <input type="checkbox"/> <input type="checkbox"/> | <p>25. The IEP will include transition service planning as follows:</p> <ul style="list-style-type: none"> ____ a for each student with a disability beginning at age 14 (or younger), a statement of the transition service needs of the student that focus on the student's courses of study (such as participation in advanced-placement courses or a vocational education program) ____ b the statement of transition service needs will be updated annually ____ c for each student beginning at age 16 (or younger), a statement of needed transition services for the student ____ d a statement of the interagency responsibilities or any needed linkages will be included, if appropriate. |
| _____ | <input type="checkbox"/> <input type="checkbox"/> | <p>26. Beginning at least one year before a student reaches the age of 18, the student's IEP will include a statement that the parents and the student have been informed of the rights, if any, that will transfer to the student on reaching the age of 18, consistent with §300.517.</p> |
| _____ | <input type="checkbox"/> <input type="checkbox"/> | <p>27. If a participating agency, other than the LEA, fails to provide the transition services described in the IEP, the LEA (or the approved private school if determined by the written agreement) will reconvene the IEP team to identify alternative strategies to meet the transition objectives for the student set out in the IEP.</p> |
| _____ | <input type="checkbox"/> <input type="checkbox"/> | <p>28. The IEP for a child who requires residential placement will include exit criteria that indicate when the educational placement of the child will be reviewed to determine if the child can move to a less restrictive placement (ARS §15-765(k)).</p> |

LOCATOR **YES** **NO**

IEP accountability (§300.350)

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| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 29. The approved private school will provide special education and related services to a child with a disability in accordance with the child's IEP |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 30. The approved private school will make a good faith effort to assist the child to achieve the goals and objectives or benchmarks listed in the IEP. |

APPROVED PRIVATE SPECIAL EDUCATION SCHOOLS LEAST RESTRICTIVE ENVIRONMENT (LRE) CHECKLIST

Private School: _____ Date reviewed: _____

Reviewed by: _____ Follow-up: _____

The policy assures that:

LOCATOR YES NO

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|-------|--------------------------|--------------------------|---|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | A. To the maximum extent appropriate, students with disabilities in public or private institutions or other care facilities are educated with students who are not disabled (§ 300.550). |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | B. Determination of the LRE is the responsibility of the LEA. If the LEA delegated this to the approved private school, a written agreement shall be developed to determine specific responsibilities relating to the provision of services in the least restrictive environment. |

DEFINITION

Supplementary aids and services as used in this section means, aids, services, and other supports that are provided in regular education classes or other education-related settings to enable the children with disabilities to be educated with nondisabled children to the maximum extent appropriate in accordance with §§300.550-30.554.

Procedures include, but are not limited to:

Placement of a child with a disability (§§300.552 and AAC R7-2-401 (G))

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|-------|--------------------------|--------------------------|---|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 1. Special education placement decision for a child with a disability, including a preschool child with a disability, will be made by a group of persons that includes:
____ (a) the parent(s)
____ (b) persons who are knowledgeable about the child
____ (c) persons who are knowledgeable of evaluation data, and
____ (d) persons who are knowledgeable of placement options. |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 2. Special education placements will
____ a. be determined at least annually
____ b. be based on the child's IEP, and
____ c. be as close as possible to the child's home. |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 3. The LEA (or the approved private school if determined by the written agreement) will document consideration of any potential harmful effects of the placement on the child or the quality of services. |

LOCATOR

YES NO

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- 4 A child with a disability will not be removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum.

Nonacademic settings and services (§§300.553-300.306)

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5. Children with disabilities will participate with non-disabled children in non-academic and extracurricular services and activities which may include meals, recess periods, and the services and activities to the maximum extent appropriate to the needs of that child.

☐ ☐

6. The children with disabilities will have available to them the variety of educational programs and services available to non-disabled children in the areas served by the approved private school in nonacademic and extracurricular services and activities in the manner necessary to afford children with disabilities an equal opportunity for participation in those services and activities (§ 300.305).

☐ ☐

7. Students with disabilities will participate with non-disabled students in non-academic and extracurricular services and activities which may include: counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the approved private school, referrals to agencies that provide assistance to individuals with disabilities and employment of students, including both employment by the LEA and assistance in making outside employment available

APPROVED PRIVATE SPECIAL EDUCATION SCHOOLS

PROCEDURAL SAFEGUARDS CHECKLIST

Private School: _____ Date reviewed: _____

Reviewed by: _____ Follow-up: _____

Policy assures that:

LOCATOR **YES** **NO**

_____ ☐ ☐ A. The LEA ensures that children with disabilities and their parents are guaranteed procedural safeguards with respect to the provision of free appropriate public education (§300.500(a)). If the LEA delegates this to the approved private school, a written agreement shall be developed to determine specific responsibilities relating to the guaranteed procedural safeguards.

Definitions

_____ ☐ ☐ 1. "Consent" means

- _____ a. the parent is fully informed of all information relevant to the activity for which consent is sought, in his or her native language or other mode of communication
- _____ b. The parent understands and agrees in writing to the activity for which consent is sought
- _____ c. the consent describes the activity
- _____ d. the consent lists the records (if any) that will be released and to whom
- _____ e. the parent understands that the consent is voluntary and may be revoked at any time
- _____ f. if a parent revokes consent, that the revocation is not retroactive, meaning that the revocation does not negate an action that has occurred after the consent was given and before the consent was revoked (§300.500(b)(1))
- _____ g. Parental consent for initial evaluation will not be construed as consent for initial placement (§300.505(2)).

_____ ☐ ☐ 2. "Personally identifiable" means that the information includes

- _____ a. the name of the child, the child's parent, or other family member
- _____ b. the address of the child
- _____ c. a personal identifier, such as the child's social security number or student number

LOCATOR YES NO

- _____ d. a list of personal characteristics or other information that would make it possible to identify the child with reasonable certainty. (§300.500(b)(3).

Procedures include, but are not limited to:**Parent participation in meetings (§§300.345 and 300.501)**

- _____ ☐ ☐ 3. The LEA (or the approved private school if determined by the written agreement) will take steps to ensure that one or both of the parents are present at each meeting or are given the opportunity to participate by
- _____ a. notifying parents of the meeting early enough to ensure that they will have an opportunity to attend, and
- _____ b. scheduling the meeting at a mutually agreed time and place (§300.345(a).
- _____ ☐ ☐ 4. The meeting notice will
- _____ a. indicate the purpose, time, and location of the meeting
- _____ b. indicate who will be in attendance
- _____ c. inform the parents of the provisions in §300.344(a)(c) (relating to the participation of other individuals on the IEP team who have knowledge or special expertise about the child) (§300.345(b)(1)(2).

Parent involvement in placement decisions (§300.501)

- _____ ☐ ☐ 5. The LEA (or the approved private school if determined by the written agreement) will make reasonable efforts to ensure that the parents understand, and are able to participate in, any group discussions relating to the educational placement of their child, including arranging for an interpreter for parents with deafness, or whose native language is other than English (§300.501(c)(5).
- _____ ☐ ☐ 6. If neither parent can participate in a meeting in which a decision is to be made relating to the educational placement of their child, the LEA (or the approved private school if determined by the written agreement) will use other methods to ensure their participation, including individual or conference telephone calls, or video conferencing. (§300.501(c)(3)

<u>LOCATOR</u>	<u>YES</u>	<u>NO</u>	
_____	<input type="checkbox"/>	<input type="checkbox"/>	7. If the LEA (or approved private school if determined by the written agreement) is unable to obtain the parent's participation in the placement decision, a record will be kept of attempts to ensure their involvement. (§§300.345(d) and 300.501(c)(4).
Prior notice by the LEA (§300.503)			
_____	<input type="checkbox"/>	<input type="checkbox"/>	8. Prior written notice will be given to parents a reasonable time before the LEA (or the approved private school if determined by the written agreement) proposes or refuses to initiate or change the <ul style="list-style-type: none"> _____ a. identification _____ b. evaluation _____ c. educational placement of a child with a disability _____ d. provision of FAPE. (§300.503(a)(1)
_____	<input type="checkbox"/>	<input type="checkbox"/>	9. Prior written notice will be given to the parent at the same time the LEA (or the approved private school if determined by the written agreement) requests parent consent, if the prior written notice relates to an action proposed by the agency that also requires parental consent (§300.503(a)(2).
_____	<input type="checkbox"/>	<input type="checkbox"/>	10. The content of the prior written notice will contain <ul style="list-style-type: none"> _____ a. a description of the action proposed or refused by the agency _____ b. an explanation of why the agency proposes or refuses to take the action _____ c. a description of any other options that the agency considered and the reasons why those options were rejected _____ d. a description of each evaluation procedure, test, record, or report the agency used as a basis for the proposed or refused action _____ e. a description of any other factors that are relevant to the agency's proposal or refusal _____ f. a statement that the parents of a child with a disability have protection under the procedural safeguards of this part and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained _____ g. sources for parents to contact to obtain assistance in understanding these provisions (§300.503(b)(1-7).
_____	<input type="checkbox"/>	<input type="checkbox"/>	11. The prior written notice will be written in language understandable to the general public (§300.503(c)(1)(i).
_____	<input type="checkbox"/>	<input type="checkbox"/>	12. The prior written notice will be provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so (§300.503(c)(1)(ii).

LOCATOR **YES** **NO**

- _____ ☐ ☐ 13. If the native language or other mode of communication of the parent is not a written language, the LEA will take steps to ensure
- _____ a. that the prior written notice is translated orally or by other means to the parent in his or her native language or other mode of communication
- _____ b. That the parent understands the content of the prior written notice
- _____ c. that there is written evidence that the requirements of (a) and (b) have been met (§300.503(c)(2)(i-iii).

Procedural safeguards notice (300.504)

- _____ ☐ ☐ 14. A copy of the procedural safeguards notice will be given to the parent, at a minimum
- _____ a. upon initial referral for evaluation
- _____ b. upon each notification of an IEP meeting
- _____ c. upon reevaluation of the child
- _____ d. upon receipt of a request for due process under §300.507 and 300.504(a)(1-4)
- _____ ☐ ☐ 15. The procedural safeguards notice will include a full explanation of all of the procedural safeguards available under the law, relating to
- _____ a. independent educational evaluation
- _____ b. prior written notice
- _____ c. parental consent
- _____ d. access to educational records
- _____ e. opportunity to present complaints to initiate due process hearings
- _____ f. the child's placement during pendency of due process proceedings
- _____ g. procedures for students who are subject to placement in an interim alternative educational setting
- _____ h. requirements for unilateral placement by parents of children in private schools at public expense
- _____ i. mediation
- _____ j. due process hearings, including requirements for disclosure of evaluation results and recommendations
- _____ k. State-level appeals (if applicable)
- _____ l. civil actions
- _____ m. attorneys' fees
- _____ n. the State complaint procedures under 300.660-300.662, including a description of how to file a complaint and the timelines under those procedures (§300.504(b)(1-14))

<u>LOCATOR</u>	<u>YES</u>	<u>NO</u>	
_____	<input type="checkbox"/>	<input type="checkbox"/>	16. The procedural safeguards notice will be written in language understandable to the general public (§300.504(c)).
_____	<input type="checkbox"/>	<input type="checkbox"/>	17. The procedural safeguards notice will be provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so (§300.504(c)).
_____	<input type="checkbox"/>	<input type="checkbox"/>	18. If the native language or other mode of communication of the parent is not a written language, the LEA (or the approved private school if determined by the written agreement) will take steps to ensure <ul style="list-style-type: none"> _____ a. that the procedural safeguards notice is translated orally or by other means to the parent in his or her native language or other mode of communication _____ b. that the parent understands the content of the procedural safeguards notice _____ c. that there is written evidence that the requirements of (a) and (b) have been met (§300.504(c)).
Parental consent (§300.505)			
_____	<input type="checkbox"/>	<input type="checkbox"/>	19. Parental consent will be obtained if, after a review of existing data, additional data are needed for a reevaluation.
_____	<input type="checkbox"/>	<input type="checkbox"/>	20. If the parents refuse consent for reevaluation, the LEA may pursue those evaluations by using: <ul style="list-style-type: none"> _____ a. due process procedures under §§300.507 and 300.509 _____ b. mediation procedures under §§300.506 and 300.505(b)
_____	<input type="checkbox"/>	<input type="checkbox"/>	21. Informed parental consent need not be obtained for the gathering of additional data for reevaluation if the LEA (or approved private school if determined by the written agreement) can demonstrate that it has taken reasonable measures to obtain that consent, and the child's parent has failed to respond (§300.505(c)).
_____	<input type="checkbox"/>	<input type="checkbox"/>	22. The reasonable measures taken by the LEA (or the approved private school if determined by the written agreement) to obtain informed parental consent for a reevaluation will include <ul style="list-style-type: none"> _____ a. detailed records of telephone calls made or attempted and the results of those calls _____ b. copies of correspondence sent to the parents and any responses received _____ c. detailed records of visits made to the parent's home or place of employment and the results of those visits (§300.505(c)(2)).
_____	<input type="checkbox"/>	<input type="checkbox"/>	23. The approved private school will not use a parent's refusal to consent to one service or activity under this section to deny the parent or child any other service, benefit, or activity of the approved private school, except as required by this part (§300.505(e)).

LOCATOR YES NO

Child's status during due process proceedings (§300.514)

- | | | | |
|-------|--------------------------|--------------------------|--|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 24. Except as provided in §300.526, during the pendency of any administrative or judicial proceeding regarding a due process complaint under §300.507, unless the State or local agency and the parents of the child agree otherwise, the child involved in the due process complaint will remain in his or her current educational placement. §300.514(a). |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 25. If the decision of a hearing officer in a due process hearing conducted by the SEA or a State review official in an administrative appeal agrees with the child's parents that a change of placement is appropriate, that placement will be treated as an agreement between the State or local agency and the parents for purposes of §§300.514(a) and 300.514(c). |

Transfer of parental rights at age of majority (§300.517)

- | | | | |
|-------|---|--------------------------|--|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 26. When a student with a disability reaches the age of majority (except for a student with a disability that has been determined to be incompetent under State law) |
| _____ | a) the LEA (or the approved private school if determined by the written agreement) will provide any notice required by this part to both the individual and the parents | | |
| _____ | b) all other rights accorded to parents under Part B of the Act transfer to the student (§300.517(a)(1)(i and ii)) | | |

APPROVED PRIVATE SPECIAL EDUCATION SCHOOLS CONFIDENTIALITY OF INFORMATION CHECKLIST

Private School: _____ Date reviewed: _____

Reviewed by: _____ Follow-up: _____

The policy assures that:

LOCATOR YES NO

- | | | | |
|-------|--------------------------|--------------------------|--|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | A. Parents may inspect and review any educational records relating to their children that are collected, maintained or used by the approved private school. Without unnecessary delay, the approved private school shall comply with parent request and in no case more than forty-five days after request (§300.562). |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | B. Procedures shall be established and implemented to protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. (§300.572)(a). |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | C. Parents may request amendment of records if they believe information in records is inaccurate, misleading or violates the privacy or other rights of their child (§300.567). |

Confidentiality of information (§§300.560-300.576)

Procedures include, but are not limited to:

LOCATOR YES NO

Access rights (§300.562)

- | | | | |
|-------|--------------------------|--------------------------|--|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 1. Responses to reasonable requests for explanations and interpretation of educational records will be provided to parents. |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 2. Parents will be given copies of records if failure to provide copies would prevent parent from inspecting and reviewing records. |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 3. A parent's representative will be given an opportunity to inspect and review the educational records. |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 4. The approved private school may presume parent has authority to inspect and review records relating to his or her child unless the approved private school has been advised that the parent does not have the authority under applicable State law. (e.g., guardianship, separation, divorce) (§§ 300.562)(c)-ARS 15-761 (21)-AAC R7-2-405 (8) and AAC R7-2-401 (22). |

LOCATOR**YES NO**

- _____ ☐ ☐ 5. A parent request for records will be provided without unnecessary delay, before any meeting regarding IEP or any hearing, and in no case more than 45 days after the request.

Record of access (§300.563 and records on more than one child §300.564)

- _____ ☐ ☐ 6. The approved private school will keep records of parties obtaining access to records, collected, maintained and used including name, access date, purpose for access.

- _____ ☐ ☐ 7. If a record has information on more than one child, parents have a right to inspect and review only the information relating to their child.

List of type and location of information (§300.565)

- _____ ☐ ☐ 8. The approved private school will maintain a list of types and location of educational records that are collected, maintained, or used and provide a copy of the list upon request (§300.565).

Fees (§300.566)

- _____ ☐ ☐ 9. The approved private school will provide copies of records to the parent if failure to do so prevents the parent from inspecting or reviewing the records (§300.562)(b)(2).

- _____ ☐ ☐ 10. The approved private school may charge for copies if the fee does not prevent inspection or review of the record (§300.566)(a).

- _____ ☐ ☐ 11. The approved private school will not charge a fee to search or retrieve information (§300.566)(b).

Amendment of records at parent request (§300.567)

- _____ ☐ ☐ 12. A parent may request amendment of records if he/she believes that information in an education record is inaccurate, misleading, or otherwise in violation of student privacy or other rights.(§ 99.7) and (§300.567)(a).

- _____ ☐ ☐ 13. The approved private school will decide whether to amend information within a reasonable period of time (§99.7) and (§300.567)(a).

- _____ ☐ ☐ 14. If the approved private school refuses to amend, parents will be informed of the refusal and of the right to a hearing. (§300.567)

LOCATOR YES NO**Opportunity for a hearing (§300.568)**

- _____ ☐ ☐ 15. If the parent requests a hearing, the approved private school will provide an opportunity for a hearing to challenge information in records.

Result of hearing (§300.569)

- _____ ☐ ☐ 16. After a hearing, the approved private school will inform parents in writing of its decision to amend an education record believed to be inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child (§300.569)(a).
- _____ ☐ ☐ 17. If the approved private school makes a decision not to amend an education record, the parents will be informed of their right to place within the record a statement commenting on the information or setting forth any reasons for disagreeing with the decisions of the agency (§300.569)(b).
- _____ a. the approved private school will maintain the statement with the record or contested portion and
- _____ b. if the records are disclosed, the explanation will also be disclosed (§300.569)

Safeguards (§300.572)

- _____ ☐ ☐ 18. The approved private school will protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. (§300.572) (a).
- _____ ☐ ☐ 19. An official will be designated to ensure the confidentiality of any personally identifiable information (§300.572) (b).
- _____ ☐ ☐ 20. All persons collecting or using personally identifiable information will receive training or instruction regarding policies and procedures under §300.127 and § 99.
- _____ ☐ ☐ 21. The approved private school will maintain a current list for public inspection of the names and positions of employees within the approved private school who may have access to personally identifiable information. (§300.572) (d).

Destruction of information (§300.573)

- _____ ☐ ☐ 22. The private school will inform the parent when personally identifiable information collected, maintained or used is no longer needed to provide educational services to the child.
- _____ ☐ ☐ 23. The approved private school will destroy the information at the request of the parent. However, permanent record of name, address, phone number, grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

LOCATOR YES NO**Children's rights (§300.574)**

- | | | | |
|-------|--------------------------|--------------------------|---|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 24. Children may be afforded rights of privacy similar to those afforded to parents, taking into consideration the age of the student and type or severity of disability. |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 25. If the rights accorded to parents are transferred to a student with a disability who reaches the age of majority, the rights regarding educational records will be transferred to the student (§99) 5(a). |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 26. In accordance with the Family Educational Rights and Privacy Act, the rights of parents regarding education records are transferred to the student at age eighteen. |

Disciplinary information (§300.576)

- | | | | |
|-------|--------------------------|--------------------------|--|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 27. The approved private school will include in the records of a child with a disability a statement of any current or previous disciplinary action that has been taken against the child . |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 28. The disciplinary information on students with disabilities will be transmitted to the same extent that disciplinary information is transmitted on nondisabled students. |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 29. The disciplinary statement may include a description of any behavior engaged in by the student, description of the disciplinary action take and any other information that is relevant to the safety of the student and other individuals. |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 30. If a student transfers from one school to another, the transmission of any of the student's records will include the current IEP, current evaluation and any statement of current or previous disciplinary action that has been taken against the student. |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 31. If a student transfers from one school to another, the transmission of any of the student's records to the receiving school will occur within the timeframe specified in State statutes and will not require the consent of the parent(s) (ARS 15-828(F-G)). |

APPROVED PRIVATE SPECIAL EDUCATION SCHOOLS EXTENDED SCHOOL YEAR (ESY) SERVICES CHECKLIST

Private School: _____ Date reviewed: _____

Reviewed by : _____ Follow-up: _____

Policy assures that:

LOCATOR YES NO

- | | | | |
|-------|--------------------------|--------------------------|---|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | A. If the approved private school offers extended school year services, these services shall be provided in accordance with §§300.340- 300.350, ARS 15-881 |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | B. Provision of Extended School Year services, including the evaluation of the need for services, is the responsibility of the LEA. If the LEA delegates this to the approved private school, a written agreement shall be developed to determine specific responsibilities relating to the evaluation and provision of services. |

DEFINITIONS

- | | | | |
|-------|--------------------------|--------------------------|--|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 1. As used in this section, the term extended school year services means special education and related services that: are provided to a child with a disability: |
| _____ | | | a. beyond the normal school year of the home school |
| _____ | | | b. in accordance with the child's IEP; and |
| _____ | | | c. at no cost to the parents of the child with a disability. |

Procedures include, but are not limited to:

Procedures for determination of ESY services (§§ARS 15-881 AND 300.309)

- | | | | |
|-------|--------------------------|--------------------------|---|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 2. The IEP team will determine, on an individual basis, the ESY services that are necessary to provide FAPE to the child with a disability. |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 3. ESY services will not unilaterally be limited to the type, amount or duration of those services. |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 4. ESY services will not be required for all children with disabilities |

LOCATOR YES NO

Children with disabilities who are eligible for ESY

The IEP team will:

- | | | | |
|-------|--------------------------|--------------------------|---|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 5. Identify goals/benchmarks/short term objectives; |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 6. Identify special education and related services needed; |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 7. Must determine the initiation, location, frequency and duration of services; and |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 8. Establish a date to review and document services. |

APPROVED PRIVATE SPECIAL EDUCATION SCHOOLS PRIVATE SCHOOLS CHECKLIST

Private School: _____ Date Reviewed: _____

Reviewed by: _____ Follow-up: _____

Policy assures that:

LOCATOR YES NO

- | | | | |
|-------|--------------------------|--------------------------|--|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | A. The LEA ensures that special education and related services shall be provided to a child with a disability who has been placed in or referred to a private school or a facility by the LEA (§§300.401-300.402). If the LEA delegates any of the responsibilities to the approved private school, a written agreement shall be developed to determine specific responsibilities relating to the provision of services. |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | B. The approved private school will meet the standards of R7-2-402 and provide a special education instructional program for students with disabilities, as defined in §15-1011, which are at least comparable to those provided by the public schools of Arizona. |

Procedures include, but are not limited to:

Children placed in private schools by public agencies (§300.349)

- | | | | |
|-------|--------------------------|--------------------------|--|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 1. Before the LEA places a child with a disability, or refers a child with a disability to a private school or facility, the LEA will initiate and conduct a meeting to develop an IEP in accordance with §§300.346 and 300.347. |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 2. After a child with disability enters a private school or facility, any IEP meeting to review or revise the child's IEP may be initiated and conducted by the private school at the discretion of the LEA. |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 3. A representative of the approved private school or facility will be invited to attend the IEP meeting. If the representative cannot attend, the LEA will use other methods to ensure participation by the private school or facility (§300.349(b)). |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 4. If the private agency or facility initiates and conducts IEP meetings, the private school will invite the parents and an LEA representative. |

LOCATOR YES NO**Requirements concerning property, equipment, and supplies for the benefit of private school children with disabilities, (§300.462)**

- | | | | |
|-------|--------------------------|--------------------------|--|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 5. The LEA may place equipment and supplies in a private school for a period of time for the program. |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 6. The LEA will be accountable for equipment and supplies placed in the private school and ensure that the equipment and supplies:
_____ a. are used only for Part B purposes; and
_____ b. can be removed from the private school without remodeling the private school facility. |

Residential placement (§§300.302 and ARS15-765)

- | | | | |
|-------|--------------------------|--------------------------|---|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 7. The LEA may place a child with a disability in a public or private residential program to provide special education and related services. |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 8. The placement will include non-medical care, room and board and placement will be at no cost to the parents' child (§300.302) |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 9. The IEP team and other qualified professionals will
_____ a. review the existing data;
_____ b. determine if additional data are needed,
_____ c. determine eligibility or continued eligibility;
_____ d. review and revise the IEP; and
_____ e. includes exit criteria (ARS 15-765(G,K). |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 10. A residential voucher application will be initiated in accordance with ARS 15-765 and ARS 15-1181. |

APPROVED PRIVATE SPECIAL EDUCATION SCHOOLS GRADUATION AND PUPIL-TEACHER RATIOS CHECKLIST

Private School: _____ Date reviewed: _____

Reviewed by: _____ Follow-up: _____

Policy assures that:

LOCATOR YES NO

- | | | | |
|-------|--------------------------|--------------------------|--|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | A. The approved private school will consult with the LEA to determine criteria for graduation for students with disabilities which shall include accomplishment of the academic standards adopted by the State Board of Education in reading, writing, and mathematics. |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | B. The approved private school will consult with the LEA to determine other criteria for students with disabilities including additional measures of academic achievement and attendance which are in addition to the courses of study and competency requirements prescribed by the State Board of Education (§ARS15-701.01) and (AAC R7-2301(D)(1) . |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | C. The approved private school establishes the following policy regarding allowable pupil-teacher ratios _____: (§ARS15-764 (A)(5). |

Procedures include, but are not limited to:

- | | | | |
|-------|--------------------------|--------------------------|---|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 1. Graduation from high school with a regular diploma will constitutes a change in placement and requires prior written notice (§300.122) (3). |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 2. A student with disability will complete the requirements in accordance with the academic standards adopted by the State Board of Education in reading, writing and mathematics. (§ARS 15-701.01.B.) |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 4. The approved private school will collaborate with the LEA to assure that all students with disabilities take Arizona's Instrument to Measure Standards (AIMS) or AIMS-A at grades 3, 5, 8, and high school OR, for students in ungraded classes, at ages 9 years, 11 years, 14 years and 16 years. |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 5. Each student's IEP team will determine the graduation test criteria on the AIMS. |

APPROVED PRIVATE SPECIAL EDUCATION SCHOOLS DISCIPLINE CHECKLIST

Private School: _____ Date reviewed: _____

Reviewed by: _____ Follow-up: _____

Policy assures that:

LOCATOR YES NO

- | | | | |
|-------|--------------------------|--------------------------|---|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | A. The approved private school will immediately notify the LEA when any disciplinary action is being contemplated for a student with a disability. |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | B. If a change in educational placement for disciplinary removal occurs for a child with a disability, services must be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the child's IEP. (§ 300.121 (d)) The LEA and the approved private school shall determine who will be responsible for providing the services. |

Procedures include, but are not limited to:

FAPE for children suspended or expelled (§§300.121 and 300.520)

- | | | | |
|-------|--------------------------|--------------------------|---|
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 1. The approved private school may cease services during a removal period to a child with a disability when that child has been removed from his or her current placement for 10 school days or less in a school year, if services are not provided to a child without disabilities who has been similarly removed. |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> | 2. For a child with a disability whose placement has not been changed, i.e., who has been removed for more than 10 school days during the school year but these days were not 10 consecutive days or whose removal did not constitute a pattern: <ul style="list-style-type: none"> _____ a. the approved private school will provide services to the extent necessary to enable the child to appropriately progress in the general curriculum and advance toward achieving the IEP goals _____ b. School personnel in consultation with the LEA will determine the extent of services necessary to enable the child to appropriately progress in the general curriculum and advance toward achieving the IEP goals.(§300.121). |

LOCATOR YES NO

- _____ ☐ ☐ 3 For a child with a disability whose placement has been changed for disciplinary reasons, i.e., has been removed from his or her current placement for more than 10 consecutive school days in a school year or whose removals constitute a pattern:
- _____ a. the approved private school and the LEA will determine who is responsible for providing services to the extent necessary to enable the child to appropriately progress in the general curriculum and advance toward achieving the IEP goals.
- _____ b. the IEP team, which includes the LEA representative, will determine the extent of services necessary to enable the child to appropriately progress in the general curriculum and advance toward achieving the IEP goals. (§300.121).
- _____ ☐ ☐ 4. If a disciplinary action of more than 10 cumulative school days is contemplated for a child with a disability who has engaged in behavior that violated any rule or code of conduct of the LEA and:
- _____ a. a functional behavioral assessment has not been conducted and a behavior intervention plan implemented for the child before the behavior occurred, within 10 business days an IEP meeting, including the LEA representative, will be convened to develop an assessment plan;
- _____ b. if the child already has a behavior intervention plan, the IEP team will meet to review the plan and its implementation, and, modify the plan to address the behavior. (300.520)

Change of placement for disciplinary removals (§§300.519)

- _____ ☐ ☐ 5. For a child with a disability, a change in placement occurs if:
- _____ a. a removal is for more than 10 consecutive school days **or**
- _____ b. the child is subject to a series of removals that constitute a pattern because of factors such as length of each removal, total amount of time the child is removed and the proximity of the removals to one another. (§300.519).

Manifestation determination review (§300.523)

- _____ ☐ ☐ 6. The LEA, in conjunction with the approved private school, will conduct a manifestation determination review when a change of educational placement for disciplinary reasons is contemplated.
- _____ a. When a change of educational placement for disciplinary reasons is contemplated, the LEA will notify the parents of the child no later than the date on which the decision was made to take that action. The LEA will provide the parents with an appropriate procedural safeguards notice.
- _____ b. No later than 10 days after the date on which the decision to act is made, the manifestation determination review must be conducted.
- _____ c. In conducting a manifestation determination, the IEP team will consider: evaluation and diagnostic results, including information provided by the parents; observations of the child; and the child's IEP and placement.

<u>LOCATOR</u>	<u>YES</u>	<u>NO</u>	
_____	<input type="checkbox"/>	<input type="checkbox"/>	7. The IEP team will only determine the child's behavior was not a manifestation of the disability, if all relevant information indicates that:
_____			a. the child's IEP was appropriately developed and implemented and behavior intervention strategies were provided consistent with the child's IEP and placement;
_____			b. the child's disability did not impair the ability of the child to understand the impact and consequences of the behavior subject to the disciplinary action; and
_____			c. the child disability did not impair the ability of the child to control the behavior subject to disciplinary action.
_____	<input type="checkbox"/>	<input type="checkbox"/>	8. The behavior will be considered a manifestation of the child's disability if any of the standards in item 7 are not met
_____	<input type="checkbox"/>	<input type="checkbox"/>	9. If the behavior is not a manifestation of the child's disability, disciplinary procedures applicable to children without disability will apply except as provided in IDEA regulation §300.121(d)

Parent appeal (§§300.525)

_____	<input type="checkbox"/>	<input type="checkbox"/>	10. If the parent of a child with a disability disagrees with the manifestation determination or any decision regarding the placement, the parents may request a hearing. (§300.525).
_____	<input type="checkbox"/>	<input type="checkbox"/>	11. The LEA will arrange an expedited hearing if the parent requests a hearing.
_____	<input type="checkbox"/>	<input type="checkbox"/>	12. If a request for an evaluation is made during the time period in which the child is subjected to disciplinary action under §§300.520 or 300.521:
			_____ a. the evaluation will be conducted in an expedited manner
			_____ b. the child will remain in the placement determined by the school authorities until completion of the evaluation and eligibility determination.